DOCUMENT RESUME

ED 195 935 CS 005 743

AUTHOR Scott, Shirley Ann
TITLE An Investigation of Some Characteristics of Selected Eighth and Ninth Graders at Different Stages in Reading Attitude Development.
PUB DATE 80
NOTE 85p.; Submitted in Partial Fulfillment of the Requirements for the Degree of Educational Specialist, Georgia State University.

EDRS PRICE MF01/PC04 Plus Postage.
DESCRIPTORS *Attitude Measures; Blacks; *Cultural Influences; Disadvantaged Youth; *Inner City; Parent Role; *Reading Attitudes; Reading Instruction; Reading Interests; *Reading Research; Secondary Education; Social Influences

ABSTRACT

A study investigated factors in the backgrounds and present status of eighth and ninth grade inner city students at different stages of reading attitude development and examined how those factors compared from stage to stage. The 50 participants, 48 of whom were black, were administered three attitude measures. Data concerning student conduct, grades, attendance, reading scores, and home background were obtained from school records. The responses were analyzed for student placement at attitude stages--attending, valuing, organization, and characterization. Among the findings were: (1) although the students had similar backgrounds, they displayed a large range of reading attitudes; (2) fathers' recreational reading related to students' attitude development more than mothers' recreational reading; (3) students whose reading attitude development had not reached the mastery of any stage seemed to be low in reading level, conduct, and grades, as well as in word recognition strategies; (4) parents and teachers were influential in motivating students at all stages of reading development; (5) although some students at the valuing, organization, and characterization stages had similar reading behaviors as those at lower stages, most students at the higher level stages demonstrated better conduct, made better grades, and used consistent strategies for attacking unknown words. (FL)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED195935

AN INVESTIGATION OF SOME CHARACTERISTICS OF SELECTED EIGHTH AND NINTH GRADERS AT DIFFERENT STAGES IN READING ATTITUDE DEVELOPMENT

U S DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

By

Shirley Ann Scott

B.A., Clark College, 1972

M.ED., Georgia State University, 1973

Submitted in Partial Fulfillment
of the Requirements for the Degree of
Educational Specialist
Dr. Clifford I. Johnson, Advisor

Georgia State University

1980

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

Shirley Ann Scott

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

CS005743

TABLE OF CONTENTS

	Page
LIST OF TABLES	iv
Chapter	
I. STATEMENT OF THE PROBLEM	1
II. REVIEW OF RELATED LITERATURE	8
III. METHODS AND PROCEDURES	19
IV. FINDINGS	26
A. ANALYSIS OF DATA	27
B. INTERPRETATIONS OF FINDINGS	53
V. SUMMARY AND CONCLUSIONS	60
A. SUMMARY	60
B. CONCLUSIONS	65
C. IMPLICATIONS	67
APPENDICES	
APPENDIX A---MIKULECKY BEHAVIORAL READING INVENTORY	69
APPENDIX B---AN INVENTORY OF THE AFFECTIVE DOMAIN	72
APPENDIX C---STRUCTURED READING AUTOBIOGRAPHY	76
BIBLIOGRAPHY	79

LIST OF TABLES

Table		Page
1	Percentage of Total Sample(N=50) At Each Attitude Level.....	27
2	Percentage of Total Number of Females(N=25) And Males(N=25) At Each Attitude Stage.....	28
3	Mean Reading Level At Each Attitude Stage.....	29
4	Most Frequently Chosen Career Goals.....	30
5	Percentage of Responses To Book Preferences.....	36
6	Favorite Kinds of Books.....	38
7	Percentage of Responses To Classroom Reading Activities---I would rather.....	39
8	Percentage of Responses To Kinds of Book Reports I would rather.....	40
9	Percentage of Responses To Supplementary Classroom Reading Modes---I would rather.....	41
10	Percentage of Preferences For Classroom Work Situations---I would rather work.....	42
11	Top Three Reading Motivators.....	43
12	Mean School Attendance.....	47
13	Mean Grade-Point Average.....	48
14	Mean Conduct Averages.....	49

CHAPTER I

STATEMENT OF THE PROBLEM

The overall purpose of this research was to obtain information on some factors and characteristics that exist in the backgrounds and present status of eighth and ninth graders at different stages of reading attitude development. In light of this purpose, the writer investigated the following problem. What are some factors and characteristics in the backgrounds and present status of eighth and ninth graders at different stages of reading attitude development? How do eighth and ninth graders at different stages of reading attitude development compare in terms of their background characteristics and present status in relation to reading?

To achieve the purpose of this study, the writer used Mikulecky's criteria for attitude stage mastery or criterion level stage for students' placements at the attending, responding, valuing, organization, and characterization stages of the continuum in Krathwohl's Taxonomy Of The Affective Domain (Smith, Smith, and Mikulecky, 1978, p. 104).

This study came about as a result of the writer's interest in the trend toward more emphasis on the affective development of the reader in the high school and the desire to learn more about some characteristics and factors related to reading attitude development of eighth and ninth graders.

Significance Of The Study

This study seeks to go beyond previous research which provided descriptions of reading interest, habits (Stachelek, 1976; Ngandu, 1977), and motivation (Abrahamson, 1978; Lund, 1977; Fader, 1976) to provide a description of reading interests, habits, and motivation of eighth and ninth graders at different stages of reading attitude development. Mikulecky's work with Krathwohl's Taxonomy of The Affective Domain (Mikulecky and Juergens, 1979; Smith, Smith, and Mikulecky, 1978) revealed five stages of reading attitude development along a continuum. The significance of this study lies in its attempt to not only determine whether the subjects' attitudes toward reading are positive or negative, but also to determine the stage of reading attitude development along Krathwohl's continuum (Smith, Smith, and Mikulecky, 1978, p. 104) and some factors and characteristics of students at different places along the continuum. It is not enough to know that in general more high school females than do males like to read (Stachelek, 1976), that remedial students generally prefer narrative content over expository content (Ngandu, 1977), or that high school students have definite feelings towards what they consider positive and negative classroom reading experiences (Bruckerhoff, 1977, pp. 106-107). Descriptions and comparisons of affective factors and characteristics of readers at different stages of reading attitude development will provide a better understanding of the reader's affective domain. Hence, this study proposes to provide some of this knowledge. Findings related to reading interests, attitudes, habits, and motivation may provide additional background for objectives and hypotheses for future

experimental studies and action research on the affective domain of the high school student.

Limitations And Assumptions

This is an intense descriptive study which describes several characteristics and factors relating to the reading attitude development of a small sample of fifty students randomly selected from the eighth and ninth grade population of one high school. This study will present "what is" in realtion to students' responses on self-report reading attitude and interest inventories. While hypotheses will not be tested or developed, findings may provide backgrounds for future studies.

This study is based upon several assumptions. First, it is assumed that certain characteristics in the reader's affective domain can be assessed through use of recently published reading attitude inventories (Estes, 1971; Borden, 1978; Mallett, 1978; Kennedy and Halinski, 1975; Childrey, 1979). Secondly, it is assumed that reading achievement level, school attendance, academic performance, conduct, sex of student, motivation for reading, reading interest, reading habits, and influence from home backgrounds and parents affect students' reading attitude development. Finally, it is assumed that students' responses to attitude inventories will not be shaded by inability to read the items if the examiner orally administers the inventory to students who need reading help.

Operational Definitions

The following operational definitions used in this study represent a synthesis of definitions from Dulin(1978, pp. 108-109) and those of this writer.

Affective Domain---that realm of concern that involves interests, preferences, attitudes, habits and behaviors, motivation, and responses to reading.

Interests and Preferences--- that which causes readers to choose one book or activity over another and is indicated by students' favorite activities, likes, and what they would rather do.

Reading Attitudes---one's feelings of liking or disliking, perceived relevance, and beliefs about reading.

Reading Habits and Behaviors--- one's actual performance in reading activities.

Motivation--- that intrinsic or extrinsic force that drives one to begin to read and continue to read.

Response To Reading--- the reader's reaction to story elements such as theme, character, and style and impact or influence of reading on the reader.

The following operational definitions by the writer will also be used throughout this study.

Placement at a stage on the attitude continuum--- is defined as the last stage on the continuum in order from attending to characterization at which the student attains criterion as defined by the scoring of the Mikulecky Attitude Measure.

Pre-Attending--- this term will be used to describe those who do not meet criterion for any stage along the attitude continuum and to distinguish these students from those who at least meet criterion for attending.

Non-Attending--- this term will be used to describe those who do not meet criterion for attending but master out of order one or more of the other stages along the continuum and to distinguish these students from those who meet criterion for a stage in order, beginning with the attending stage.

The following is Krathwohl's Taxonomony Of The Affective Domain as Reflected by Mikulecky Behavioral Reading Attitude Measure Items according to Smith, Smith, and Mikulecky (1978, p. 104)

Krathwohl Stages	Items (1-5 Points Possible Each Item)	Criterion Score (75 Percent Of Possible Points)
I. "Attending: The individual is generally aware of reading and tolerant of it.	1,3,5,7	15 pts.
II. Responding: The individual is willing to read under certain circumstances. He or she begins to choose and occasionally enjoy reading.	11,14,16	11 pts.
III. Valuing: The individual begins to accept the worth of reading as a value to be preferred and even to extend to others.	13,15,17,18,19,20	23 pts.
IV. Organization: For the individual, reading is part of an organized value system and is so habitual that it is almost "instinctive."	9,10,12	11 pts.
V. Characterization: For the individual, reading is so much a part of life that both the readers and others see reading as crucial to this person."	2,4,6,8	15 pts.

Questions

The following questions guided this study.

1. What percentage of the total sample is at each attitude stage?
2. What percentage of the total number of males and total number of females are at each attitude stage?
3. How do students at each reading attitude stage compare in terms of mean reading level?

4. How do students at each reading attitude stage compare in terms of most frequently chosen career goals?
5. How do students at each reading attitude stage compare in terms of most frequently chosen hobbies?
6. How do students at each reading attitude stage compare in terms of early reading behaviors and habits?
7. How do students at each reading attitude stage compare in terms of early reading attitudes?
8. How do students at each reading attitude stage compare in terms of early reading experiences?
9. How do students at each reading attitude stage compare in terms of some present reading behaviors and habits?
10. How do students at each reading attitude stage compare in terms of present reading interests?
11. How do students at each reading attitude stage compare in terms of preferences for reading materials and classroom reading activities?
12. How do students at each reading attitude stage compare in terms of motivation for reading?
13. How do students at each reading attitude stage compare in terms of the following school factors: mean school attendance; mean grade point average; mean conduct average?
14. How do students at each attitude stage compare in terms of home background information?

Summary

Through a description and comparison of selected background characteristics and factors concerning present reading status of eighth and ninth graders at different stages of reading attitude development, this study sought to further investigate the affective domain of the reader in the eighth and ninth grades.

This study was based upon the assumptions that certain affective characteristics of the reader, such as interests, attitudes, habits, motivation, and reading responses could be measured; that specific characteristics related to school, sex of student, motivation, interests, and home backgrounds affect students' reading development; that oral reading of inventory items by the examiner will help in attaining students' responses not shaded by the inability to read the items.

This intense descriptive study attempts to add more knowledge to what is already known about reading and the affective domain by analyzing students' responses to items on interest, attitudes, habits, motivation, and background information in terms of the students' placements on the attitude continuum as defined by Krathwohl (Smith, Smith, and Mikulecky, 1978, p. 104).

CHAPTER II

REVIEW OF RELATED LITERATURE

To establish background for the present study, this writer reviewed literature from the last five years (1974-1979) related to reading and the affective domain of the high school student. While this literature search did not reveal any studies that dealt with intense descriptive investigations of reading attitude development as this study proposes to do, several studies relating to various aspects of the high school reader's affective domain were found.

Since there were only a few studies on reading and the affective domain involving eighth and ninth graders, the studies in this review will consist of those involving readers in grades eight through twelve which relate to some aspect of the present study or provide background and support for it.

The information in this review will be organized under the following topics on factors in the affective domain of the high school reader: Reading Habits and Behaviors; Reading Interests; Motivation For Reading; Response To Reading; School Factors and Reading Attitude Development; Home Backgrounds and Parental Influence in Reading Attitude Development. Discussion of each of these topics will be limited to studies of the affective domain of the high school reader during the last five years (1974-1979) that relate to the questions: What are some factors and characteristics in the backgrounds and present status of eighth and ninth graders at different stages of reading

attitude development? How do eighth and ninth graders at different stages of reading attitude development compare in terms of background characteristics and present status related to reading?.

Reading Habits And Behaviors

This area was reviewed to establish some background for this study's questions on past and present reading behaviors and habits of eighth and ninth graders. While recent literature reveals three studies related to the problem in this study, only one of them involves eighth and ninth graders. A study of reading habits by Anders and Cardell (1977, pp. 7-9) found that junior high students read more non-fiction than did college students, though the difference was not significant. Junior high students read more than did members of the general adult sample in the study. However, significantly fewer newspapers and news magazines were read by junior high students than either the adults or college students surveyed. These finding served as background information for investigation in the present study of frequency of newspaper reading by eighth and ninth graders at different reading attitude stages. Stachelek (1976, p. 68) found that 83% of the 680 Canadian and American 12th graders do read at least sometimes. A higher percentage of females than do males like to read. These findings helped to establish background for this study's questions on frequency of reading and percentages of males and females at each reading attitude stage. Ngandu's study of sophomore remedial readers (1977) found that when a student's number and diversity of behaviors during reading increased, so did comprehension of

the selection. Reactions seemed to depend upon interest in materials, previous experiences, mood, and selection's content. This study's findings led to inclusion of items in the present study concerning behaviors of eighth and ninth graders when they encounter unknown words during reading.

From the research on reading habits and behaviors of high school readers, the following is known. Junior high students read more nonfiction than do college students or adults although this is not the same case with reading of newspapers and news magazines. At least at the twelfth grade level, a higher percentage of females than do males like to read. In the case of tenth grade remedial readers, comprehension increased as did the student's number and diversity of reading behaviors. What needs to be known is whether these findings also characterize eighth and ninth graders of varying ability levels and reading attitude stages.

Reading Interests

To establish what is already known about reading interests and the high school reader, the writer reviewed recent research on reading interests. Three recent studies relate to the question of reading interests as factors in reading attitude development. Stachelek (1976) found that high school students' favorite books are nonfiction best sellers, adolescent literature, and books based upon or made into current movies. The study revealed that these 680 twelfth graders from six Canadian and American high schools considered Jaws as number

one. Of the top eighty-one best books, 74 percent were movie titles. Classics were not popular. Shakespeare was at the top of the worst book list. While Canadian students read works by both American and Canadian authors, American students read works by American authors only. Males preferred sports and science fiction, whereas females preferred romance and youth and teenagers. The results from this study led to the inclusion of movie titles in the inventory items on motivation for the present study involving reading attitudes of eighth and ninth graders. While specific titles in book preferences change as new books and movies appear, generalizations from research can be of vital help as reference points for planning an effective reading program relating to the affective domain. Results from Dewberry's (1977) study of high school juniors indicated no significant differences between various groups of eleventh graders according to ranking of areas or ranking of reading interests. Although these results seem to indicate that various groups of eleventh graders have similar reading interests, it is not yet known whether or not reading interests ofeighth and ninth graders are similar for students at different reading attitude stages. In terms of specific content, Ngandu's study (1977) of reading behaviors of remedial high school readers revealed that high school remedial readers preferred narrative to expository content as shown by their better comprehension of stories rather than factual materials. Further investigation is needed to determine if eighth and ninth graders also like nonfiction best sellers, adolescent literature, books with movie titles, and narrative content. Also needed is information on whether or not interests are similar for students at different stages of attitude development.

Motivation For Reading

To establish some background concerning motivation as a factor in reading attitude development, the writer reviewed several recent studies on reading motivation and the high school reader. Stachelek (1976) found that friends, librarians, store bookracks, bookstores, and teachers were the five most important sources of ideas for books among high school students. Use of this knowledge led to inclusion of items concerning these areas on the inventory used in the present study. Lund (1977) found an overwhelming response from teenagers in reading and purchasing a book entitled "Eric" about a teenager and based upon a real-life story made into a TV movie. This study adds support to findings from Stachelek's (1976) study which found that seventy-four percent of the top eighty-one best books named by students were movie titles. Other kinds of books have also been found to be motivators for reading among high school readers. Among these are: paperbacks; adolescent novels; high-interest, low-vocabulary books, and series books (Abrahamson, 1978; Fader, 1976; Dattilo. 1974; Barbar, 1976). To establish how eighth and ninth graders are motivated to read and how sources of motivation compare from one stage of reading attitude development to another, the writer included the motivators established from previous studies as response choices for the present study.

Response To Reading

This area was reviewed because one of the stages in Krathwohl's Taxonomy relates to response to reading. From several recent studeis it is already known that: reading can influence the reader; readers

bring meaning to print; significant differences in response to literature exists according to sex. Dickinson's research review (1978) concluded that over 95 percent of the studies showed that reading can produce measurable change in people's attitudes and emotions. Almost one study out of every four reported lasting effects. Dulin and Duran (1977) found that ninth graders were influenced in ratings of likeable and unlikeable by connotations of the pun-producing surnames that were used in neutral story situations. Chasser (1977) found significant difference at the .05 level of significance in responses of male and female adolescents. Male adolescents in their mid-teens showed significantly less feelings for characters. As Dickinson (1978) termed the effect of reading on the reader, readers are often "what they read."

While it is known from previous studies that measurable changes in people's attitudes and emotions can result from reading, further investigation into how students at various stages of reading attitude development are affected by what they read is needed. In search of this additional knowledge, the present study analyzes responses of eighth and ninth graders at various stages of reading attitude development to the following. "Even if I don't like a book, I finish it." "In some of the books I read, I read the ending to find out what happened before I finish reading." "Reading helps me understand my personal problems." "You've just finished reading a story and settle back for a moment to enjoy and remember what you've read"(Smith, Smith, and Mikulecky, 1978, p. 105).

School Factors And Reading Attitude

To establish what was already known about the effect of some school factors on reading attitude development in high school readers, the writer reviewed authoritative opinion and recent research concerning school factors and reading attitudes. It was found that reading comprehension level, classroom activities, and teachers' attitudes are among some school factors that affect reading attitude development of readers in the high school. Nielsen (1978, p.3) has said, "perhaps nothing contributes to a child's reading progress more than his attitude toward reading." Students who have serious problems in reading often retaliate rejection from teachers, parents, and peers by exhibiting such characteristics as "dislike of reading, lack of motivation, and apathy" (Spache, 1976, pp. 218-219, 237). Through use of reading comprehension levels for eighth and ninth grade subjects, the writer seeks to further investigate the notion that reading comprehension level affects reading attitude development.

Several classroom activities have been shown to have positive effects on students' reading attitudes. A peer tutoring program was found to help foster positive reading attitudes for high school students (Fader, 1976). Another classroom approach that has had positive effects on students' attitudes in reading has been the language experience approach. Mallet (1978) found that junior high native Indian remedial reading students made greater gains in attitudes when taught by language experience than by the usual diagnosis prescription reading laboratory materials. Two studies were referred to as"humanistic" approaches. Emphasis was on reading and the affective domain. McGhee(1977)

based a humanistic approach reflecting affect and cognition on the reader's perception of his needs. High school students who needed or desired special assistance in reading and language availed themselves to the Learning Center. Borden (1978) found that a pre-designed learning program could be constructed for poor readers that's based on humanistic principles and that students can learn fully as well in an affective program as they do in a traditional, teacher dominated program. It can be concluded from these studies that programs emphasizing classroom activities such as peer tutoring, language experiences, and humanistic approaches often produce significant positive attitude changes in high school students.

From recent literature, it can also be concluded that high school students have definite feelings towards what they consider positive and negative classroom reading experiences (Bruckerhoff, 1977, pp. 106-107). Positive experiences were: "Teachers were excited about a book and liked to read for themselves and to the classes; Teachers helped students find books on their level and interests; Teachers allowed students to have free time to read, go to the library, and talk about stories." Negative experiences were: "Teachers made students do book reports all the time; Students had to do book reports to make a certain grade; Everyone was made to follow along as one student read orally; Students were made to write compositions based on the books, without explanation of how to go about it; Open differences were made among groups that caused low morale in slower students and scornful

and proud attitudes in faster groups." The present study will further investigate feelings of eighth and ninth graders about some classroom reading experiences investigated in previous studies. It needs to be known which feelings about classroom reading activities are characteristic to students at particular stages of reading attitude development.

Home Backgrounds And Parental Influence In Reading Attitude Development

Since parents were named in recent literature as motivators for students' reading, the area of home backgrounds and parental influence in reading attitude development was reviewed. Most of the research has found a significant relationship between parents and others in the home and the affective characteristics of the reader in the high school. It is known from several recent studies that home backgrounds and parents can exhibit positive or negative influences on the high school reader. "Parents who are aware of the affects their behaviors and attitudes can have on those of their children and who display the awareness in their actions exhibit positive influences"(Alexander and Filler, 1976, p.8). "If parents can be turned on to books, the entire family will be encouraged to read since children usually value what their parents view as important" (Washburn, 1977, p. 15). Parents who read to their children, model reading enjoyment themselves and have plenty books and magazines available in the home represent positive influences (O'Rourke, 1978; Dulin, 1978). It was concluded by Bruckerhoff (1977) that a home environment that reflects similar positive valuation of reading as projected at school is needed for development and maintenance of positive affective characteristics.

In the same study, students named parents, grandparents, and siblings as those other than teachers who had contributed most to their competence and interest in reading. It is known that certain factors in the home environment such as poor reading habits, poor modeling by parents, negativism, derogatory or critical remarks can have negative influences on reading attitude development (Spache, 1976; Alexander and Filler, 1976). Though Davis and Alexander (1979) found a low relationship between father's reading attitude and son's reading attitude, they concluded that for some students, home variables and attitudes may be related. However, further investigation is suggested by their statement that we need to know "for whom and what these variables are." This led the writer to include in the present study items concerning parents' involvement in the students' reading development. Responses on a reading autobiography will be analyzed in terms of how students at various stages of reading attitude developement view home background and parental influence in their reading attitude development.

Summary Of The Literature Review

This review of recent literature related to some factors in the affective domain of the high school reader was initiated to establish background and support for the present study. Recent authoritative opinions and studies during the last five years (1974-1979) on reading habits and behaviors, reading interest, motivation for reading, response to reading, school factors and reading attitude, and home background and parental influence in reading attitude development

were discussed.

The following knowledge was derived from the literature review. High school students do read at least sometimes. The most popular kinds of books among high school readers are: nonfiction best sellers; books with movie titles; paperbacks; adolescent novels; high-interest, low-vocabulary books. Behaviors during reading increase as do comprehension for remedial readers. High school students are often motivated to read by parents, teachers, friends, bookstore displays, and books with movie titles. Reading can produce measurable change in attitudes and emotions. School factors such as reading comprehension level, classroom activities, and teachers' attitudes affect students' reading development. Home background and parental influence can have positive or negative effects on the reading attitude development of high school readers. These findings were used in formulation of guiding questions for the present study.

From this literature review, it can be concluded that additional information is needed to describe how the affective factors and characteristics in this review relate to eighth and ninth graders at different reading attitude stages. Therefore, the present study will describe and compare characteristics and factors in backgrounds and present reading status of eighth and nith graders at various stages of reading attitude developement.

CHAPTER III

METHODS AND PROCEDURES

This is a study of characteristics of eighth and ninth graders at different reading attitude stages according to Krathwohl's Taxonomy of the Affective Domain. Subjects were from the eighth and ninth grade population in one selected inner city high school. Eighth and ninth graders at this school attend classes together for English and reading. Though the average reading ability level (4.9) is below the national average, there is a range of ability from 1.2 to 11.0. The population consists of students whose parents are welfare receipients, homemakers, unskilled and skilled laborers, domestics, paraprofessionals, and professionals. Located in a transient area, the school population is majority black. From this population of 339 eighth and ninth graders, the fifty subjects for this study were randomly selected.

Subjects Of The Study

Twenty-five females and twenty-five males constituted the fifty member sample. Representing approximately fifteen percent of the eighth and ninth grade population at the selected school, twenty-eight ninth graders (fourteen females and fourteen males) and twenty-two eighth graders (eleven females and eleven males) were chosen on the basis of random selection of the last two digits in their ID number. While twenty-eight students were from special reading classes, twenty-two were from English classes. Of the fifty students, forty-

eight were black and two were white. Only four were repeaters. The majority of the subjects were between 12 to 14 years old.

Design Of The Study

The design of this study is a descriptive one in which the purpose was to describe and compare at length a large number of characteristics and factors concerning the affective domain of selected readers in the eighth and ninth grades. The students were administered three attitude measures consisting of a total of seven pages and 67 items---ranging from rating scales of very unlike me to very like me; always, most of the time, once in a while, seldom, or never; strongly agree, agree, disagree, strongly disagree; ratings of favorite books and motivators for reading; yes/no items. Data about attendance, grades, conduct, reading scores, and home backgrounds were collected by checking end of quarter reports and test reports, as well as information sheets completed for homeroom. Data were analyzed for descriptive and comparison purposes for students at criterion levels for the various attitude stages and the total group.

Answers to the following questions were analyzed.

1. What percentage of the total sample is at each attitude stage?
2. What percentage of the total number of males and total number of females are at each attitude stage?
3. How do students at each reading attitude stage compare in terms of mean reading level?
4. How do students at each reading attitude stage compare in terms of most frequently chosen career goals?

5. How do students at each reading attitude stage compare in terms of most frequently chosen hobbies?
6. How do students at each reading attitude stage compare in terms of early reading behaviors and habits?
7. How do students at each reading attitude stage compare in terms of early reading attitudes?
8. How do students at each reading attitude stage compare in terms of early reading experiences?
9. How do students at each reading attitude stage compare in terms of some present reading behaviors and habits?
10. How do students at each reading attitude stage compare in terms of present reading interests?
11. How do students at each reading attitude stage compare in terms of preferences for reading materials and classroom reading activities?
12. How do students at each reading attitude stage compare in terms of motivation for reading?
13. How do students at each reading attitude stage compare in terms of the following school factors: mean school attendance; mean grade point average; mean conduct average?
14. How do students at each attitude stage compare in terms of home background information?

Instrumentation

The following instruments were administered to the fifty subjects.

1. Mikulecky Behavioral Reading Attitude Measure---by Larry Mikulecky (Smith, Smith, and Mikulecky, 1978, pp. 100-102). This twenty

item summated behavioral reading attitude measure based on Krathwohl's Taxonomy of Educational Objectives---The Affective *Domain required students* to respond to various reading behavioral situations on a five-point scale from 1, which represented very unlike me to 5, which represented very like me. Accompanying data indicated a mean score of 55.93 with a range of 27-90 (63) for urban junior high students (grades 7-9). Attitude bands were given as follows: "Above Average--- 66-100; Average--- 53-65; Below Average--- 20-52" (Smith, Smith, Mikulecky, 1978, p. 103). This instrument was used to determine reading attitude levels and stages for each student.

2. Inventory Of The Affective Domain For Reading---This twenty-five item inventory of reading interests (Items 7, 10), preferences (Items 1,2,5,6,8,9), habits (Items 3,12-17, 23), attitudes (Items 18, 20, 21, 22, 25), response to reading (Item 24), and motivation (Items 4, 11, 19) was designed by this writer for use in answering questions which guided this study. Items were based on items from Estes Attitude Scale (1971); Kennedy and Haliński's 70-Item Reading Attitude Measure (1975); Leeson-Simpson Reading (1979). Questions constructed by this writer and others from various workshops were included. The gathering of descriptive data, rather than summation of scores was the purpose.
3. Structured Reading Autobiography---This is a twenty-two item modified version of a twenty-five item list of questions related to past and present characteristics in the affective domain of reading. Students responded yes or no. The author is unknown.

4. The ITBS(Iowa Test Of Basic Skills) administered by counselors in the Spring of 1979 as revealed on print-outs from the System's Research and Evaluation Office provided reading scores for the 8th and 9th grade students.

Data Collection And Statistical Procedures

Numbers from 00 to 99 were randomly selected. Then class rolls of eighth and ninth grade students in English and reading classes were checked for students whose last two digits of their school ID numbers matched the numbers selected. This process continued until all fifty of the students were selected for the study. Instruments were then prepared. Next, permission was given by the English, reading, and, homeroom teachers for students to come to the lab during their class period to complete the surveys. Students were then administered the instruments in groups which ranged from three to ten students at one time. All instructions and directions were read aloud and explained to each group of students by the writer. Items were read aloud by the writer for students who needed help in reading them. This was done to arrive at responses that would reflect attitudes about reading rather than reading ability. Other students completed items on their own. Each survey was signed so that follow-up and other data could be collected. Surveys were checked to make sure items were completed and directions were followed.

After completion of the instruments, students' responses were analyzed for student placement at attitude stages. For subjects who followed a pattern of meeting criterion for stages---attending, re-

sponding, valuing, organization, and characterization in order along the continuum, the placement at attitude stage indicated the last stage at which criterion was made without skipping a stage in between. Students who did not meet criterion for any stage were grouped for study and categorized as "pre-attending" for this study--indicating that some attending level attitudes still needed development before criterion for this stage could be met. Students who did not meet criterion for attending, but who met criterion for one or more higher level stages were studied and categorized as "non-attending" for this study to indicate that they did not meet criterion for attending, but, unlike the "pre-attending" group did meet criterion for at least one other stage.

Since answers to questions were sought for presenting descriptions and comparisons rather than hypotheses testing, only descriptive statistics were used to analyze data and report results. Percentages were used to describe numbers in various categories and in comparison of characteristics at various attitude stages. The mean for each group was used to describe attendance, grade point average, and conduct average. The mode was used to describe the most frequently chosen career goal and hobbies, Tables containing numbers and percentages of responses to questions were developed.

Budget And Time Schedule

This study required a minimum budget which the writer provided for duplicating materials and typewriter for reproducing instruments and pencils for students to complete surveys. Permission from English,

reading, or extended homeroom period. Time for completing the surveys varied from twenty-five minutes for better students to sixty minutes for slower students who required oral reading of items thus needing more time. The administration of all instruments to all fifty students took three days to complete due to absences and the small groups. Other background data and scores were obtained from school records over a period of a week after the end of the first quarter.

CHAPTER IV

FINDINGS

An analysis of data from Mikulecky Behavioral Reading Attitude Measure using the accompanying criterion levels set for each attitude stage (Smith, Smith, and Mikulecky, 1978, p. 103) indicated that only twenty-five (50 percent) of the fifty subjects met criterion in order along the stages on the attitude continuum. These attitude stages are: attending("generally aware of reading and tolerant of it"); responding ("willingness to read under certain circumstances"); valuing ("accepting of worth of reading as a value to be preferred and even to extend to others"); organization("reading is part of an organized value system and is habitual"); characterization("reading is so much a part of life that both reader and others see reading as crucial to him")---Smith, Smith, and Mikulecky, 1978, p. 103. Six students met criterion for attending, but skipped responding and met criterion for one or more higher level stages. These students were grouped for study at the attending stage since they too had attitude characteristics that needed developing before going to the responding stage, even though they had some well-developed attitudes characteristic of students at higher level stages. Seven students met criterion for attending and responding stages, then skipped the valuing stage, but met criterion for organization or characterization. These students were grouped with the responding group---the last stage in order along the continuum at which criterion was met. Two students met criterion for attending, responding, and valuing, but skipped organization and met

criterion for characterization. Because they had not developed attitudes indicative of students at the organization stage, these students were grouped with the valuing stage. Five students did not meet criterion for any stage along the attitude continuum. These students were grouped in the "pre-attending" group. Data were analyzed for the responses of this group. Five students met criterion for one or more higher level stage, but did not meet criterion for attending. These students were studied as a separate group---"non-attending."

Presentation and Analysis of Data

Findings related to the first question posed by this study---What percentage of the total sample is at each attitude stage?---are as follows.

TABLE 1

Percentage Of Total Sample (N=50) At Each Attitude Level

Stages	N	Percentage Of Total Sample
Pre-Attending	5	10
Non-Attending	5	10
I. Attending	10	20
II. Responding	17	34
III. Valuing	5	10
IV. Organization	5	10
V. Characterization	3	6

Table 1 shows that 20 percent of the students failed to meet criterion at the attending level. Over fifty percent of these eighth and ninth graders responded at the attending and responding stages of attitude development, with most (34 percent) at the responding stage. Less than 30 percent of these students indicated attitudes of valuing, organization, and characterization of reading with the least (6 percent) at the higher level---characterization.

Findings related to the second question posed by this study---What percentage of the total number of males and total number of females and the total number of males at each attitude stage?---are as follows.

TABLE 2

Percentage Of Total Number Of Females (N= 25) And Males (N= 25) At Each Attitude Stage

	Stages	Number Of Females	Percentage Of Females	Number Of Males	Percentage Of Males
	Pre-Attending	1	4	4	16
	Non-Attending	3	12	2	8
I.	Attending	3	12	7	28
II.	Responding	9	36	8	32
III.	Valuing	4	16	1	4
IV.	Organization	3	12	2	8
V.	Characterization	2	8	1	4

Table 2 shows that more females than males responded at the three higher level attitude stages---valuing, organization, and characterization (females---36 percent; males---16 percent). While 16 percent of the females did not meet criterion for attending, 24 percent of the males did not meet criterion for this stage.

The third question---How do students at each reading attitude stage compare in terms of mean reading level?---revealed the following.

TABLE 3

Mean Reading Level At Each Attitude Stage

Stages	Mean Reading Level
Pre-Attending	3.6
Non-Attending	6.3
I. Attending	6.2
II. Responding	4.9
III. Valuing	5.0
IV. Organization	6.0
V. Characterization	5.9

Table 3 shows that students who did not meet criterion for any reading attitude stage had the lowest mean reading level, while the highest mean reading level is shown by the group that did not follow the attitude continuum. Also indicated is that the higher attitude stages did not in each case have the higher mean reading levels.

The fourth question--How do students at each stage compare in terms of most frequently chosen career goals?--revealed diversity among students within each stage. Twenty-four different choices were given in all. Six of the fifty students were undecided about their career choices. This was reflected at the non-attending, pre-attending, attending, and organization levels. Skilled labor--carpentry, drafting, electrician, construction work, and machine repairing (N=5) choices were made by students at all reading attitude stages except valuing and characterization.

TABLE 4

Most Frequently Chosen Career Goals

Stages	Nursing (N=8)	Sports (N=6)	Secretary (N=5)
Pre-Attending (N=5)	1	0	0
Non-Attending (N=5)	1	1	1
I. Attending (N=10)	1	0	1
II. Responding (N=17)	2	4	1
III. Valuing (N=5)	2	1	0
IV. Organization (N=5)	1	0	1
V. Characterization (N=3)	0	0	1

Table 4 only reflects career goals most frequently chosen, rather than all career goals. In many instances only one person at an attitude stage chose a particular goal.

Findings related to question number five---How do students at each stage compare in terms of most frequently chosen hobbies?--are as follows. Sports (N-41) was chosen by students at all stages except characterization---pre-attending (100 percent); non-attending (100 percent); attending(100 percent); responding(88.2 percent); valuing(60 pereent); organization(60 percent). Each of the three students at the characterization stage chose a different hobby. A variety of other hobbies were chosen at least once.

Students' responses on The Structured Autobiography revealed several findings related to questions six, seven, and eight. How do students at each reading attitude stage compare in terms of early reading behaviors and habits? How do students at each reading attitude stage compare in terms of early reading attitudes? How do students at each reading attitude stage compare in terms of early reading experiences?

In response to the question---When small did anyone in your family read aloud to you?, each student at the characterization stage and in the pre-attending and non-attending groups responded positively. This was also true for 80 percent of the students at the attending, valuing, and organization stages. Responses of students at the responding stage indicated the 82.4 percent were read aloud to when small by someone in the family.

When small, 82.4 percent of the students at the responding stage and 100 percent of the students at the other stages and groups had books and magazines in their homes to look at and read.

Most of the students at each attitude stage and in the pre-attending and non-attending groups enjoyed learning to read when in first

grade (non-attending, organization, and characterization---100 percent; pre-attending---80 percent; responding---76.5 percent).

The majority of students in each group and in each stage indicated that they enjoyed going to elementary school---Eighty percent at the attending stage and One Hundred percent at the other stages.

Indicating trouble with reading in grades 1-3 were 20 percent of the students at the valuing stage; 35.3 percent of students at the responding stage; 40 percent at the attending and non-attending stages; 60 percent of the students in the pre-attending group; 66 percent of the students at the characterization stage. None of the students at the organization stage indicated having trouble reading in grades 1-3.

With the exception of students at the attending stage (50 percent), two thirds or more students at each stage indicated that they enjoyed reading for fun in grades 1-3. Sixty percent of students in the pre-attending group, 64 percent of the students at the responding stage, 80 percent of the students at valuing and organization stages, and 66 percent of the students at the characterization stage indicated that they enjoyed reading for fun in grades 1-3.

Over 50 percent of the students at each stage and group indicated that they were good readers in grades 4-6 (responding---58.8 percent; pre-attending, non-attending, attending, organization---80 percent each; valuing and characterization---100 percent each).

Students' responses indicated that more than half of the students at each stage enjoyed reading comic books in grades 4-6---responding (58.8 percent); pre-attending, non-attending, organization (80 percent each); attending (90 percent); characterization (100 percent).

Students' present reading status were analyzed from responses to inventory items to answer questions nine, ten, and eleven---How do students at each reading attitude stage compare in terms of some present reading behaviors and habits? How do students at each reading attitude stage compare in terms of present reading interest? How do students at each reading attitude stage compare in terms of motivation for reading?

Present Reading Behaviors And Habits

The majority of students at each stage indicated that they read the newspaper sometimes---pre-attending(60 percent); non-attending (80 percent); attending(70 percent); responding(70.5 percent); valuing (80 percent); organization(80 percent); characterization(100 percent).

Most students at each stage and in the non-attending and pre-attending groups indicated that they always or most of the time read every word on a page.

Students at each attitude stage and in the non-attending group indicated that most looked up unknown words always or most of the time as they met the words in their reading with exception of pre-attending students. Sixty percent of the students in the pre-attending group look up unknown words in reading only once in a while or never.

Use of context clues during reading was indicated by each stage and group as always or most of the time for students with exception of those at the attending stage who indicated that 90 percent use context clues only once in a while or never.

Even if they don't like a book, most students at the organization stage finish reading it at least most of the time. This was not the case for the other stages and groups. Forty percent of the stu-

dents at the attending and non-attending stages and twenty-nine percent of the students at the responding stage responded "never".

With the exception of 60 percent of the students at the organization stage who indicated that most of the time they read the ending to find out what happened before they finish reading, the majority of the students only once in a while or never read the ending of a story before they finished. One-Hundred percent of the students at the characterization stage responded that they never read the ending of a story before they finish.

The majority of students at each reading attitude stage agreed or strongly agreed that they read a lot with exception of the exception of the 60 percent of students in the pre-attending group who disagreed.

The only stage at which the majority of students indicated that they always or most of the time skipped unknown words during reading was the pre-attending stage(60 percent).

At least 50 percent of the students at each reading attitude stage except the organization stage would rather watch TV than read. While students at the attending stage were equally divided on this question, 100 percent of the students at the pre-attending stage would rather watch TV than read and 80 percent of the students at the organization stage would rather read than watch TV.

Attitudes About Reading

The vast majority of students at each reading attitude stage indicated that they enjoy reading for fun and disagree or strongly dis-

agree that they hate to read. This was true for 100 percent of the students at the characterization stage. Though 30 percent of the students at the valuing stage enjoy reading for fun, 100 percent disagreed or strongly disagreed that they hate to read. On the other hand, 11.8 percent of the students at the responding stage; 20 percent of the students at the attending, organization, and non-attending stages; 40 percent of the students in the pre-attending group agreed or strongly agreed that they hate to read.

Most of the students at each stage indicated that they thought they were good readers now. This was true for 100 percent of the students at the valuing, organization, and characterization stages only.

Response To Reading

While 100 percent of students at the characterization stage disagree or strongly disagree that reading helps them understand their personal problems, 100 percent of the students at the organization stage and non-attending group and 80 percent of the pre-attending and attending stages students along with 64.4 percent of students at the responding stage agree or strongly agree that reading helps them understand their personal problems.

Preferences For Reading Activities And Materials

With the exception of students at the valuing stage and pre-attending group, students at each reading attitude stage indicated a

preference for reading equal number of paperback books and hardback books as indicated in Table 5.

TABLE 5

Percentage Of Responses To Book Preferences

Stages		Paperback Books	Hardback Books	Equal Number Of Paperback Books And Hardback Books
	Pre-Attending	60	---	40
	Non-Attending	40	---	60
I.	Attending	40	10	50
II.	Responding	5.9	17.6	76.5
III.	Valuing	80	---	20
IV.	Organization	20	20	60
V.	Characterization	---	33.3	66.6

Favorite Magazines

Sports Illustrated, Teen, and Ebony were the three favorite magazines chosen most. Students at the pre-attending(40 percent), attending(40 percent), and responding (29.4 percent) stages chose Sports Illustrated as their favorite magazine. Both boys and girls chose Sports Illustrated. Students at the valuing stage(40 per cent) chose Ebony as their favorite magazine. Teer was chosen as the favorite magazine for students(40 percent) at the organization stage. Each student at the non-attending and characterization stage chose a different magazine as a favorite. Chosen by students in the non-attending group were Sports Illustrated, Jet, Ebony, Time, U.S. News And World Report (20 percent each). Students at the characterization

stage chose Jet, Seventeen, and Teen (33.3 percent each) as their favorite magazines.

Favorite Section Of The Newspaper To Read

Sports was listed as the favorite section of the newspaper to read for most of the students at the responding stage (58.8 percent). Sports and Comics were equally favored (40 percent) by the students at the attending stage and those in the pre-attending group. Comics were favored by 60 percent of the students in the non-attending group. Students at the valuing and organization stages (40 percent) favored the editorial section. Each student at the characterization stage indicated a different section as favorite---Want Ads, Comics, and Entertainment.

Favorite Kinds Of Books

Book choices were ranked 1,2,3 for favorites. In many instances, students within each stage gave different rankings for the same kind of book. Hence, responses indicated a diversity of kinds of books favored by students at each reading attitude stage. In light of this, Table 6 shows the most frequently named books liked best will be listed. Since several books were named the same number of times, the list does not represent a ranking of the books. Over all, Sports, Jokes/Riddles,and Adventure were the three most frequently chosen kinds of books.

TABLE 6

Favorite Kinds Of Books

Pre-Attending	Non-Attending	Attending
Music	Adventure	Sports
Sports	Sports	Mystery
Art	Mystery	Art
History		Music
		Jokes/Riddles

Responding	Valuing	Organization	Characterization
Sports	Jokes/Riddles	Jokes/Riddles	Jokes/Riddles
Adventure	Sports	Adventure	Music
Mystery	Detectives	Careers	Detectives
Love/Romance		Science	Science Fiction
Jokes/Riddles			Adventure

Table 6 shows that Sports was mentioned by students at each stage except valuing and characterization, while Jokes/Riddles was mentioned by students at each stage except the pre-attending and non-attending groups.

Least Favorite Kind Of Books

On a whole, students within each reading attitude stage did not agree on a least favorite kind of book. However, the number of total responses for the least favorite book indicated Love/Romance (9); Religion and Philosophy (7) , and History (5). Religion and philoso-

phy books were chosen as least favorite by students at each stage except attending, organization, and pre-attending. Love/Romance was least favorite among students at each stage except valuing and organization. History was chosen as one of the least favorite at each stage except characterization and non-attending.

Preferences For Classroom Reading Related Activities

As student responses to the stem---"I would rather..." revealed in Table 7, most of the students in this study at each stage other than characterization preferred to read silently rather than to hear tapes or records, read aloud to others or have stories read to them.

TABLE 7

Percentage Of Responses To Classroom Reading Activities

I would rather . . .

	Stages	Read Silently	Hear Stories On Tapes Or Records	Read Aloud To Others	Have Stories Read Aloud To Me
	Pre-Attending	40	20	20	20
	Non-Attending	60	--	20	20
I.	Attending	80	20	--	--
II.	Responding	58.8	5.9	23.5	11.8
III.	Valuing	80	--	20	--
IV.	Organization	100	--	--	--
V.	Characterization	33.3	--	66.7	--

Table 7 shows that the preference for hearing stories on tapes and records indicated by only 6.6 percent of the total students as revealed by responses from one students in the pre-attending group, attending stage, and responding stage. Only a few students from the pre-attending, non-attending, and responding stages made up the 7.4 percent of responses preferring to have stories read aloud to them.

While student responses indicated that the most preferred form of book report is a written report, on a whole, some responses were given for oral reports, art projects on the book, and acting out part of the book. These responses are shown in Table 8.

TABLE 8

Percentage Of Responses To Kinds Of Book Reports

I would rather . . .

Stage		Give An Oral Report	Give A Written Report	Do An Art Project On The Book	Act Out Part of The Book
	Pre-Attending	40	20	40	---
	Non-Attending	20	60	---	20
I.	Attending	30	30	40	---
II.	Responding	11.8	76.5	11.8	---
III.	Valuing	40	20	40	---
IV.	Organization	40	40	20	---
V.	Characterization	---	100	---	---

Table 8 indicates that the least preferred method of reporting on a book among students in this study is to act out part of the book. Only one person chose this response.

Students decided among four classroom supplementary reading related activities as to which they would rather do. Their choices are indicated in Table 9 .

TABLE 9

Percentage Of Responses To Supplementary Classroom Reading Modes

I would rather . . .

Stage	Read Plays	See Films Or Filmstrips	Play Word Games	Listen To Records And Tapes
Pre-Attending	20	40	40	---
Non-Attending	20	20	20	40
I. Attending	40	30	10	20
II. Responding	23.5	52.9	17.6	6
III. Valuing	40	---	40	20
IV. Organization	20	40	40	---
V. Characterization	33.3	---	---	66.7

Table 9 shows that reading plays was the only activity preferred by at least one student in each group.

The students in this study on a whole indicated that they would rather work by themselves than in small groups, large groups, or one-to-one with the teacher or tutor. However, as indicated in Table 10, some students from each group chose one of the other responses.

TABLE 10

Percentage Of Preferences For Classroom Work Situations

I would rather work . . .

Stage	By Myself	In Small Groups	In A Large Group	One-To-One With Teacher Or Tutor
Pre-Attending	40	40	20	---
Non-Attending	20	40	20	20
I. Attending	70	30	---	---
II. Responding	47	17.7	23.5	11.8
III. Valuing	60	---	40	---
IV. Organization	40	40	---	20
V. Characterization	33.3	33.3	---	33.3

Table 10 shows that working in small groups was preferred by students at all stages except responding and valuing rather than working in large groups. Students at the characterization equally preferred working by themselves, in small groups, and one-to-one with a teacher or tutor.

Question number twelve--How do students at each attitude stage compare in terms of motivation for reading?---revealed several findings about reasons why students in this study read and people or things which motivate them to read.

The three top motivators for reading were: parents, teachers, and friends. Although students at the other stages showed definite preferenes for a number one choice, students at the characterization stage showed no definite preference among parents, teachers, or friends as the number one motivator for reading. Table 11 shows numerical rankings from 1 to 3 of students' choices of reading motivators.

TABLE 11

Top Three Reading Motivators

	Stages	First	Second	Third
	Pre-Attending	Parents	Teachers	Movie Titles
	Non-Attending	Friends	Teachers	Parents, Book Displays
I.	Attending	Parents, Book Displays	Teachers	Librarians
II.	Responding	Parents	Teachers, Friends	Librarians
III.	Valuing	Friends	Teachers	Parents
IV.	Organization	Teachers	Parents, Friends	Book Displays
V.	Characterization	Parents, Teachers, Friends	Librarians, Movie Titles, Book Displays	----------

The next aspect of motivation investigated by this study was students' reasons for doing extra reading. Findings were revealed through students' completion of the following: "Most of my extra reading is done because . . ." Students chose among the following responses: "I don't have anything else to do." "My parents tell me." "My teacher assigns it." "I enjoy it." While most of the students at the attending (70 percent), responding (47 percent), valuing (60 percent), and characterization(66.7 percent) stages in this study do most of their extra reading because they don't have anything else to do, only 20 percent of the students at the organization stage or in the pre-attending and non-attending groups responded in this manner. Most of the students at the organization (80 percent) stage and in the pre-attending (40 percent) and non-attending (40 percent) groups responded that most of their extra reading is done because they enjoy it. Percentages of responses of students from other stages indicate that 20 percent of the students at the attending stage; 35.2 percent of the students at the responding stage; 40 percent of students at the valuing stage, and 33.3 percent of students at the characterization stage responded that they do their extra reading because they enjoy it. Of the students who responded that they do most of their extra reading because their teachers assign it, 20 percent each were from the pre-attending and the non-attending groups; 10 percent were from the attending; 6 percent were from the responding stage. Students from only three groups(pre-attending--20 percent; non-attending--20 percent; responding--11.8 percent) responded that they do most of their extra reading because their parents tell them.

The next aspect of motivation concerns what students read. While students in the pre-attending group overwhelmingly agreed or strongly agreed (80 percent) that they read only what they have to, disagreement or strong disagreement (100 percent) was voiced by students at the characterization stage. The majority of students at the other stages also disagreed or strongly disagreed with the statement that they only read what they have to (non-attending--80 percent; attending--70 percent; responding--82 percent; valuing--60 percent; organization--80 percent).

In light of the influence that parents can have on students' attitudes toward reading, students' responses to whether mother and father read for fun or not were evaluated. Findings indicate that the majority of the students in the non-attending (60 percent), attending (60 percent), responding (76.5 percent), and the characterization (100 percent) stages felt that their mothers read for fun. However, the majority of students in the pre-attending group (80 percent), valuing stage (60 percent), and organization stage (60 percent) indicated that their mothers did not read for fun. While students at the top four stages (responding--58.8 percent; valuing--60 percent; organization--60 percent; characterization--100 percent) indicated that their fathers read for fun, the majority of students at the attending stage (60 percent) and in the pre-attending group (60 percent) and non-attending group (60 percent) indicated that their fathers do not read for fun.

Intrinsic motivation of students in this study was revealed through responses concerning beliefs about reading. With the exception of the non-attending group (40 percent), the majority of students at each stage (pre-attending--60 percent; attending--70 percent; responding--70.6 percent; valuing--60 percent; organization--80 percent; characterization--66.7 percent) disagreed or strongly disagreed with the statement--"Reading is for learning not enjoyment." The majority of students at each reading attitude stage felt that there should be time for free reading in school. This was indicated by positive responses from the pre-attending group (80 percent); non-attending group (100 percent); attending (80 percent); responding (88.2 percent); valuing (80 percent); organization (100 percent); characterization (66.7 percent). The majority of students at each stage except pre-attending (40 percent) disagreed or strongly disagreed that sharing books in class is a waste of time. This was shown by the following percentages of responses: non-attending--100 percent; attending--90 percent; responding--87.2 percent; valuing--100 percent; organization--100 percent; characterization--100 percent. On a whole, students from each group indicated favorable attitudes toward free reading and sharing books in school. Intrinsic motivation shown in the desire to see more recreational reading in the schools was evident by the majority of the students whose responses to the Mikulecky Behavioral Reading Attitude Measure placed them in one of the five stages suggested by Krathwohl (attending, responding, valuing, organization, and characterization).

Investigation for question number thirteen--How do students at each stage compare in terms of the following school factors: mean school attendance; mean grade point average; mean conduct average?---led to several findings on school characteristics of students at various reading attitude stages. Students' attendance records and end of quarter reports provided this information based upon performance during the first quarter of the 1979-1980 school year.

Records indicated that the mean attendance at each reading attitude stage was at least 88.3 percent. As Table 12 reveals, in terms of Krathwohl's five stages, students at characterization had the lowest mean attendance though they were highest in reading attitude level. However, the ranking of the mean attendance fromattending, responding, valuing, and organization stages were the same as the reading attitude continuum.

TABLE 12

Mean School Attendance

Stages	Mean School Attendance N=60	Percent
Pre-Attending	55.6	92
Non-Attending	53	88.3
I. Attending	56.1	93.5
II. Responding	56.9	94.8
III. Valuing	57.4	95.7
IV. Organization	58.6	97.7
V. Characterization	53.7	89.5

Students who had not mastered attending (pre-attending and non-attending) had lower mean attendance than did students at each stage on Krathwohl's continuum.

The next area investigated was mean grade point averages for students at each reading attitude stage. The highest mean grade-point average was obtained by students at the highest reading attitude stages (organization and characterization), while the lowest mean grade-point averages were obtained by students who did not meet criterion for attending (pre-attending and non-attending). However, students at the valuing stage did not follow the pattern of lower attitude stages having lower grade-point averages since mean grade-point averages at the attending and responding stages were higher than that at valuing. Table 13 shows the mean grade point averages for each reading attitude stage.

TABLE 13

Mean Grade-Point Average

Stages	Mean Grade Point Averages
Pre-Attending	1.48
Non-Attending	1.84
I. Attending	2.19
II. Responding	2.39
III. Valuing	1.96
IV. Organization	2.46
V. Characterization	2.73

To investigate students' behavior at school, conduct grades from first quarter report cards were averaged and the mean was found for each reading attitude stage. As indicated in Table 14, students who mastered stages along Krathwohl's Reading Attitude Continuum had higher mean conduct averages than did students who did not master the first stage (pre-attending and non-attending groups).

TABLE 14

Mean Conduct Averages

Stages	Mean Conduct Averages
Pre-Attending	2.88
Non-Attending	2.80
I. Attending	2.82
II. Responding	2.94
III. Valuing	3.05
IV. Organization	2.94
V. Characterization	3.37

Students at the characterization stage had higher mean conduct average, while students at attending had the lowest of those who had mastered a stage on the reading attitude continuum.

Investigation of question number fourteen--How do students at each attitude stage compare in terms of home background information?--- centered around information gathered on birthplace and early residence of the students; present residence and others presently living in the home; number of schools attended; occupation of parents; past traveling experiences.

The vast majority of the students in the pre-attending and non-attending groups as well as the students at each reading attitude stage except characterization were born and raised in inner city neighborhoods in Atlanta. Two students each at the characterization and responding stages and one at the attending stage were born in rural areas and spent the first one to five years of elementary school in rural areas. One student at the organization stage was born in Philadelphia and spent the first six years of elementary school there.

All fifty of the eighth and ninth graders in this study lived in inner city neighborhoods at the time of this study. Three lived with guardians (One in the non-attending group; Two at the responding stage). Two students lived with the father as the only parent (One in the pre-attending group; One at the attending stage). Thirty-one students (62 percent) lived with the mothers as the only parent(One at pre-attending; Two at non-attending; Seven at attending; Thirteen at responding; Two at valuing; Four at organization; Three at characterization). Fourteen students lived with both parents or with mother and stepfather (Two at pre-attending; non-attending, and attending each; Four at responding; Three at valuing; One at characterization).

Only eight of the students were the only child in their family (Two at non-attending, responding each; One each at pre-attending, attending, characterization, and organization). Of the remaining forty-two eighth and ninth graders, twelve were the youngest in the family (One at pre-attending; Two each at non-attending and attending; Three at valuing; Four at responding). Three were the oldest children in the family (One each at attending, valuing, and organization stages). The other twenty-seven students occupied various positions in the family from second oldest to next to youngest.

Records on the number of schools attended before the present school revealed that thirteen (26 percent) students attended three or more elementary schools before entering high school (Two each at the pre-attending, responding, and organization, and characterization stages; Three at attending; One at valuing and non-attending). Fifteen students attended two elementary schools (30 percent--- Two each at pre-attending, non-attending, and valuing; One each at attending, organization, and characterization; Six at responding). Twenty-two (44 percent) students attended only one elementary school (One at pre-attending; Two at non-attending, valuing, and organization; Six at attending; Nine at responding).

In addition, seven students also went to middle school before coming to the high school (Two at non-attending; Three at responding; One at valuing and organization each).

Findings on mothers' occupations revealed that the majority of the mothers were housewives(One at pre-attending, valuing, organization, and characterization; Two at attending and non-attending each; Four at responding), school workers (Two aides each at pre-attending and attending; Two aides at valuing ; Two teachers and one aide at responding), cook or restaurant worker (One at pre-attending; non-attending; attending; responding, and valuing), and hospital workers (One each at attending, responding, valuing, and organization). Other parents worked as clerks or maids in various companies. Others worked as production workers in manufacturing companies. One students at the organization stage had a parent who worked as resident manager.

Findings on fathers' occupations revealed that the majority of fathers were janitors, factory workers, truck drivers, and construction workers. The sixteen fathers did not have children at each attitude stage. Some of the occupations such as cook, storage worker, city parking attendant, mechanic were listed only once. Because of these two findings occupations of fathers from stage to stage did lend themselves to any similarities of significance.

In terms of past travel experiences, at least 50 percent of the students in each group and at each attitude stage except responding (17 percent) and valuing (40 percent) traveled out of the state at one time.

Interpretation Of Findings

Though this study was limited to a small sample (N=50) of eighth and ninth graders from one selected inner city high school, several of its findings contribute to insight and understanding of reading attitude development of eighth and ninth graders. According to responses on Mikulecky's Behavioral Reading Attitude Measure, the fifty students were dispersed through five reading attitude stages and two additional groups not on the continuum. With the limited number of subjects, one or two students could possibly slant the results for the whole group. Therefore, some of the findings are interpreted with caution.

The results given in this study represent the highest stage at which the student met criterion level in order along the five stage continuum. However, findings indicated that not all students neatly fitted into an attitude hierarchy. This was indicated by the five students who failed to meet attending level criterion but met criterion level for one or more higher level stage on the continuum, the fifteen who met attending level criterion and followed the continuum to a certain point then skipped mastery of a stage but mastered a higher level stage, and the five students who failed to master any reading attitude stage. This latter group may well be representative of students whose reading attitude development is so inadequate that they are just turned off to reading. On the otherhand, twenty-five (50 percent) of the students did indicate reading attitudes that were well-defined enough to place them at a stage on the continuum and that reflected the hierarchical nature of the continuum.

The findings concerning reading attitude placement indicated that the majority of the eighth and ninth graders in this study (54 percent) were at criterion levels for attending and responding as compared to those (26 percent) at criterion levels for valuing, organization, and characterization stages. Hence, the majority of students in this study indicated that they were at least aware of and tolerant of reading, willing to read under certain circumstances, and occasionally began to choose and read books. Very few students valued reading and held it as habitual, crucial, and part of an organized value system.

In terms of the findings related to number of females and males at each attitude stage that 36 percent of females as compared to 16 percent of males met criterion level for organization and characterization stages while 48 percent of females compared to 60 percent of males had criterion level stage at attending and responding seem to support previous findings that a higher percentage of females than males like to read.

Findings concerning mean reading levels, grade-point averages, conduct averages, and school attendance revealed one limitation of this study in that one or two persons with low attendance or low scores in the other areas could possibly influence the results in groups with only three or five people. This appeared to be the case with students at the characterization stage in terms of attendance; the organization stage in terms of conduct grades; the valuing stage in terms of grade-point averages. In support of previous findings that positive attitudes seem to be related to success in school per-

formances, students at the characterization stage had higher conduct averages and grade-point averages than did student at the lower stages and in the pre-attending and non-attending groups.

Career goals seems to have been more reflective of sex rather than reading attitude stage in that girls of different stages chose nursing and secretary as top choices, while boys of different stages chose sports or one of the skilled labor occupations as career goals.

In terms of hobbies, both boys and girls at all stages except characterization chose some form of sports as a hobby. With each of the three students making a different choice at the characterization stage, no pattern could be determined.

Findings appear to indicate very similar early reading experiences for students at each attitude stage and in the pre-attending and non-attending groups. The majority of students were exposed to reading and reading materials in the home. While most students at each stage and in each group enjoyed going to elementary school, learning to read and reading for fun in grades 1-3, students at valuing, organization, and characterization had higher percentages than did students at attending and responding for the most part. This most likely can be attributed to the more positive attitudes of the students at the valuing, organization, and characterization stages.

It appears that having trouble learning to read in grades 1-3 did not affect the way students as a whole saw themselves as readers in grades 4-6. While 66 percent of students at the characterization stage indicated trouble with reading in grades 1-3, 100 percent of them along with students at the valuing stage indicated that they were good readers in grades 4-6.

Findings related to present reading behaviors, attitudes, habits, and experiences appear to show several distinctions in characteristics of students at various attitude stages. For instance, there was a higher percentage of students at the valuing, organization, and characterization stages who read the newspaper at least sometimes as compared to those students at the responding, attending, and pre-attending levels. In terms of actual reading strategies, students at the valuing, organization, and characterization stages along with those in the non-attending group indicated the use of context clues and other word recognition strategies such as looking up unknown words more so than did those students in the lower level stages and the pre-attending group. The results showed that 60 percent of the students at the pre-attending level skipped unknown words always or most of the time. In terms of finishing a book that they don't like as well as reading the ending to find out what happened before reading the first part, most students at the organization stage responded positively most of the time as compared to those students in the other groups and stages who responded once in a while or never. The finding that the majority of students at criterion levels of each attitude stage strongly agree that they read a lot as opposed to the 60 percent of those who did not meet any criterion levels seems to support previous findings and authoritative opinion that reading attitudes and reading habits are related.

The preference for TV over reading is quite evident with 100 percent of the students in the pre-attending group, as well as at least 50 percent of the students at each stage except organization at which 80 percent of these students preferred reading over watching TV.

While there were some students at each stage except valuing and characterization who hate to read, students whose responses to reading behavioral situations in such a way to indicate poor reading attitudes represented the largest precentage of those who indicated that they hate to read. This supports the finding that some of the eighth and ninth graders are really below the attending level and are not tolerant of reading.

The findings concerning type of books seems to indicate that paperbacks are still popular with eighth and ninth graders at least in this study. While paperbacks were named alone as with students at the valuing and pre-attending level and in equal number with hardbacks as with the students at the other stages, hardbacks alone were not preferred by the majority of students at any stage.

Students interests in sports were reflected by both boys and girls in students' choices of favorite magazine (Sports Illustrated) at each stage except characterization and non-attending; favorite section of the newspaper to read---responding, attending, and pre-attending stages; kinds of books to read by students at each level except valuing and characterization.

Students at valuing, characterization, and non-attending indicated more diversity in their reading choices than did students in other groups. For instance students at valuing as well as those at the organization stage listed the editorial section as their favorite section of the newspaper to read. Students at characterization stage listed want ads, comics, entertainment as their favorite section of the newspaper to read. While each student at characteri-

zation and non-attending all had different choices for favorite magazines, it was interesting to find that students who didn't even master attending (non-attending) chose two news magazines instead of a recreation or hobby-type magazine. This may mean that just because these students at non-attending may not notice or read magazines or books in public places as on the items in Mikulecky's Behavioral Reading Measure does not mean that they are not aware of reading. This seems especially the case since the students at the non-attending level unlike those at the pre-attending level met criterion for higher level stages.

While most of the students at the other stages preferred to read silently, students at characterization mainly preferred to read aloud to others. This may possibly indicate a positive reading self-concept and the desire to let others see that reading is crucial for them on the part of students at the characterization stage.

In terms of motivators for reading, parents and teachers were named among the top three motivators at each stage. This seems to support previous findings that parents and teachers are very influential in the reading motivation of students.

The finding that more students in the non-attending level felt that reading is for learning not enjoyment may also give insight as to why these students prefer news or information magazines rather than those on a more recreational level.

Since students all came from inner city neighborhoods and were represented in each stage and group by those who had varying backgrounds in terms of position in family and persons with whom they

lived, it appears that on a whole factors such as position in the family and composition of family with whom students resided did not affect the reading attitude placement in this study.

Several findings in this study support findings from previous studies. For instance, paperbacks were found to be popular with eighth and ninth graders. As in previous studies, more females (36 percent) than did males (16 percent) placed at the three higher level attitude stages. Also, more females indicated a liking for reading than did males. The finding that parents and teachers were among the top three motivators for students' reading supported findings from previous studies. Also supporting previous findings is the finding that a majority of eighth and ninth graders in this study are at least willing to read under certain circumstances.

New insight was gained in areas in which there were no previous findings. It was revealed that students who did not master any reading attitude stages tended to view reading as being for learning and not enjoyment. Not all eighth and ninth graders fit neatly into a reading attitude hierarchy. In addition, it was revealed that students at the characterization stage appeared to have demonstrated a more positive reading self-concept than did other students through their preference for reading aloud to others rather than reading silently. Although students at different reading attitude stages may have had similar early reading experiences, they may differ in present reading experiences.

CHAPTER V

SUMMARY AND CONCLUSIONS

This study sought to investigate some factors and characteristics in the backgrounds and present status of eighth and ninth graders at different stages of reading attitude development and how these compare from one stage to another.

The reading attitudes of fifty eighth and ninth graders from a selected inner city high school were studied for descriptive purposes through use of Krathwohl's Taxonomy of the Affective Domain, Mikulecky's Behavioral Reading Attitude Measure, An Inventory of The Affective Domain For Reading, a Structured Reading Autobiography, and school records.

Summary of Findings

Although twenty-five (50 percent) of the eighth and ninth graders in this study met criterion levels in an hierarchical order along Krathwohl's Reading Attitude Continuum, fifteen students (30 percent) met criterion for attending then skipped another lower level stage and mastered a higher level stage. In additon, five students (10 percent) failed to meet criterion for attending, but mastered one or more higher level stages. Five other students (10 percent) failed to meet mastery level for any stage on the attitude continuum.

Major findings related to the percentage of the total sample at each attitude stage are: Pre-attending---10 percent; Non-attending---10 percent; Attending---20 percent; Responding--- 34 percent; Valuing--- 10 percent; Organization--- 10 percent; Characterization---6 percent.

Findings related to the percentage of total number of females and males at each attitude stage are: Pre-attending---females---4 percent, males---16 percent; Non-attending---females---12 percent, males---8 percent; Attending---females---12 percent, males---28 percent; Responding---females---36 percent, males---32 percent; Valuing---females---16 percent, males---4 percent; Organization---females---12 percent, males---8 percent; Characterization---females---8 percent, males---4 percent.

Major findings concerning how the mean reading level compared at each attitude stage are: The lowest mean reading level was obtained by the group (pre-attending---3.6) that did not master any attitude stage. However, in terms of the non-attending group and the five stages on the continuum, it was noted that the higher attitude stages did not in each case have the higher mean reading levels.

In terms of most frequently chosen career goal, findings represented a diversity of choices within each stage although the top three choices were nursing, sports, and secretary.

Findings related to how students at each stage compare in terms of most frequently chosen hobbies indicate that both males and females at all stages except characterization chose sports. The three students at characterization all chose a different hobby.

Investigation of how students at each attitude stage compare in terms of early reading habits, behaviors, reading attitudes, and reading experiences led to the following major findings: Similar findings on responses indicated that the majority of students at each stage were exposed to reading and reading materials in the home; enjoyed going to elementary school, learning to read, and reading for fun in grades 1-3. Over fifty percent of the students at each stage felt that they were good readers in grades 4-6.

Major findings concerning present reading behaviors, habits, interests, and preferences for reading materials and classroom reading preferences revealed the following: 1. Students at the valuing, organization, and characterization stages along with those in the non-attending group used such word recognition strategies as context clues and looking up unknown words found in reading more often than did students at the lower stages and the pre-attending group. 2. With the exception of 60 percent of students at the pre-attending level, the majority of students at each reading attitude stage agreed or strongly agreed that they read a lot. 3. While 80 percent of the students at the organization stage would rather read than watch TV, at least 50 percent of the students at each of the other stages would rather watch TV than read. 4. Students at each stage except valuing and pre-attending indicated a preference for reading equal number of paperback books and hardback books. 5. Sports Illustrated, Teen, and Ebony were the three favorite magazines chosen most. Each student at the non-attending and characterization levels chose a different magazine. 6. While more students at valuing and characterization

stages chose the editorial section as favorite newspaper section to read, sports was chosen by more students at responding, Sports and Comics were chosen by more students at attending and pre-attending, Comics was the section chosen by most students in the non-attending group, and students at characterization chose Want Ads, Comics, and Entertainemt. 7. In terms of favorite kinds of books to read, Sports books were listed for each stage except valuing and characterization, while Jokes/Riddles books were chosen by students at each stage except pre-attending and non-attending. 8. While more students at the characterization stage preferred to read aloud to others, more students at the other stages preferred to read silently. 9. In terms of book reporting preferences, more students at responding and characterization preferred written repots, while most students at valuing preferred oral reports and art projects on the book as was the case with the pre-attending group, more students at organization were divided between oral reports and written reports, and more students at attending preferred to do an art project on the book. 10. Preferences for supplementary classroom reading modes indicated that more students at pre-attending and organization favored seeing films or filmstrips and playing word games; more students at non-attending and characterization favored listening to records and tapes; more students at valuing preferred to read plays and play word games; more students at responding preferred to see films or filmstrips. 11. Working alone or in small groups were choices of working situations chosen more often by students at each stage except responding and valuing, who preferred large groups to small groups.

Parents and teachers were among the three choices as reading motivators at each stage. In addition, other motivators chosen were: movie titles at pre-attending and characterization; friends at non-attending, responding, valuing, organization, and characterization; librarians at attending, responding, and characterization; book displays were chosen by non-attending, attending, organization, and characterization.

Although mean school attendance was higher for pre-attending group than it was for characterization, the ranking of mean attendance from attending to organization stage was the same as that on the reading attitude continuum. Students who met criterion along the reading attitude continuum had higher mean grade-point averages than did those who did not master attending (those at pre-attending and non-attending). Students who at least mastered the attending stage on Krathwohl's Reading Attitude Continuum had higher mean conduct averages than those who did not master attending. On a whole, students with higher level reading attitudes did better on most school related factors than did students who demonstrated poor reading attitude development.

Findings related to home background information indicated that there were some students at each stage with similar home backgrounds and experiences in terms of neighborhoods, people living in the home, parents' occupations, and travel experiences.

Conclusions

The following conclusions are limited to findings on attitudes of the inner city eighth and ninth graders in this study and cannot be generalized to all eighth and ninth graders. In some cases, the small number of students at the characterization stage did not provide for any conclusive findings. However, the conclusions given may serve as stimuli for possible hypotheses for further study.

Although eighth and ninth graders have similar backgrounds and early reading experiences, there is still a range of reading attitudes that may extend from unawareness and intolerance of reading to the belief that reading is crucial for that student.

Reading attitude development appears to be a very complex process for many eighth and ninth graders. For some, reading attitude development is a hierarchical process of mastering prerequisite reading attitude stages. For others, it is a somewhat random or rather haphazard process in which some higher level stages may be mastered before supposedly prerequisite stages. Yet, others at eighth and ninth grade have not mastered any attitude stages.

In terms of parents' influences on children's reading behavior and attitudes, fathers' reading for fun or not reading for fun seem to relate to students' attitude development more so than do mothers' recreational reading. While mothers of students at the valuing and organization stages may not value reading for fun, the students at these stages still value reading. However, a higher percentage of fathers of students at valuing and organization stages do read for fun.

Although some students at the valuing, organization, and characterization stages have similar reading behaviors as those at lower level stages, most students at the higher level stages demonstrate better conduct and grade-point averages as well as more frequent use of strategies for attacking unknown words in reading.

Parents and teachers are influential in motivating readers at all stages of reading attitude development.

Paperback books and hardback books in equal numbers as well as paperback books alone are preferred over hardback books alone.

Though interests vary even within attitude stages, sports is a favorite for careers chosen by males; for a hobby chosen by males and females; for books chosen by students at each stage except valuing and characterization.

For most students, especially those at lower stages of reading attitude development, reading helps them understand their personal problems.

Students whose reading attitude development have not reached the mastery of any stage seem to be low in reading level, conduct, and grade point average as well as in word recognition strategies for unknown words met in reading.

The eighth or ninth grader who has the highest reading level may not have a positive reading attitude as in the case of students at the non-attending and attending stages.

Students at various reading attitude tend to favor free reading in class.

More males are likely to be at the lower attitude stages than females given a situation or class of eighth and ninth graders with equal numbers of males and females as the case in this study.

It also follows that more females are likely to be at the higher attitude stages than are males.

More eighth and ninth graders in this study appear to be aware of and tolerant of reading and willing to read under certain circumstances than there are who value reading, find reading instinctive, and see reading as crucial to them.

TV seems to be very influential and more desirable to most students, except those at the organization stage, than reading.

More students appear to prefer working alone or in small groups.

More students prefer traditional written book reports.

While silent reading is the preferred activity for most students, those at characterization prefer reading aloud to others.

Implications

This study yields several implications for education. Teachers should be aware of their influence in motivating students to read and should model good reading behaviors and positive attitudes. Teachers should provide class time for free reading and sharing of books. Students' reading attitudes and interests should be inventoried and materials should be provided in the areas indicated. More small group and independent work should be given. Students should be given the opportunity to work at supplementary reading activities of interests. Librarians at the high school level should also model

good reading behavior as well as provide interesting reading materials for the students. Teachers may use thematic units on reading that helps students understand their personal problems. Bibliotheraphy with some students may be a possibility. Teachers should be aware of the various attitude stages and some of the characteristics. TV programs and related reading could be used as motivation.

Implications for parents are that they are influential in the development of their children's reading attitude, they should encourage their children to read, and should let their children see them read for fun.

Implications for research are also indicated from this study. More studies of eighth graders at various schools and various setting are needed. A follow-up study interviewing various students at the different reading attitude stage to find some causes for the way particular students responded to the items in this study. Further study involving more students at each attitude stage could be done to verify some of the results. Correlation studies of some of the factors that were found to be more typical of one stage than others could also be done. Experimental studies which compare students at different attitude stage under specific conditions are also needed. Also, some action research involving classroom activities preferred by students at different attitude stages to see if these activities can help improve students' reading attitudes. Finally more theories and behavioral reading attitude measures need to be developed to provide even more insight into the complex nature of reading attitude development of eighth and ninth graders.

APPENDIX A

Mikulecky Behavioral Reading Attitude Measure

Mikulecky Behavioral
Reading Attitude Measure

Name_____Instructor's Name_____

Age_____ Sex_____ Grade_____

On the following pages are 20 descriptions. You are to respond by indicating how much these descriptions are either unlike you or like you. For "very unlike" you, circle the number 1. For "very like" you, circle the number 5. If you fall somewhere between, circle the appropriate number.

Example

You receive a book for a Christmas present. You start the book, but decide to stop halfway through.
VERY UNLIKE ME 1 2 3 4 5 VERY LIKE ME

1. You walk into the office of a doctor or dentist and notice that there are magazines set out.
VERY UNLIKE ME 1 2 3 4 5 VERY LIKE ME

2. People have made jokes about your reading in unusual circumstances or situations.
VERY UNLIKE ME 1 2 3 4 5 VERY LIKE ME

3. You are in a shopping center you've been to several times when someone asks where books and magazines are sold. You are able to tell the person.
VERY UNLIKE ME 1 2 3 4 5 VERY LIKE ME

4. You feel very uncomfortable because emergencies have kept you away from reading for a couple of days.
VERY UNLIKE ME 1 2 3 4 5 VERY LIKE ME

5. You are waiting for a friend in an airport or supermarket and find yourself leafing through the magazines and paperback books.
VERY UNLIKE ME 1 2 3 4 5 VERY LIKE ME

6. If a group of acquaintances would laugh at you for always being buried in a book, you'd know it's true and wouldn't mind much at all.
VERY UNLIKE ME 1 2 3 4 5 VERY LIKE ME

7. You are tired of waiting for the dentist, so you start to page through a magazine.
VERY UNLIKE ME 1 2 3 4 5 VERY LIKE ME

8. People who are regular readers often ask your opinion about new books.
VERY UNLIKE ME 1 2 3 4 5 VERY LIKE ME

9. One of your first impulses is to "look it up" whenever there is something you don't know or whenever you are going to start something new.
VERY UNLIKE ME 1 2 3 4 5 VERY LIKE ME

10. Even though you are a very busy person, there is somehow always time for reading.
VERY UNLIKE ME 1 2 3 4 5 VERY LIKE ME

11. You've finally got some time alone in your favorite chair on a Sunday afternoon. You see something to read and decide to spend a few minutes reading just because you feel like it.
VERY UNLIKE ME 1 2 3 4 5 VERY LIKE ME

12. You tend to disbelieve and be a little disgusted by people who repeatedly say they don't have time to read.
VERY UNLIKE ME 1 2 3 4 5 VERY LIKE ME

13. You find yourself giving special books to friends or relatives as gifts.
VERY UNLIKE ME 1 2 3 4 5 VERY LIKE ME

14. At Christmas time, you look in the display window of a bookstore and find yourself interested in some books and uninterested in others.
VERY UNLIKE ME 1 2 3 4 5 VERY LIKE ME

15. Sometimes you find yourself so excited by a book you try to get friends to read it.
VERY UNLIKE ME 1 2 3 4 5 VERY LIKE ME

16. You've just finished reading a story and settle back for a moment to enjoy and remember what you've just read.
VERY UNLIKE ME 1 2 3 4 5 VERY LIKE ME

17. You choose to read nonrequired books and articles fairly regularly (a few times a week).
VERY UNLIKE ME 1 2 3 4 5 VERY LIKE ME

18. Your friends would not be at all surprised to see you buying or borrowing a book.
VERY UNLIKE ME 1 2 3 4 5 VERY LIKE ME

19. You have just gotten comfortably settled in a new city. Among the things you plan to do is check out the library and book stores.
VERY UNLIKE ME 1 2 3 4 5 VERY LIKE ME

20. You've just heard about a good book but haven't been able to find it. Even though you're tired, you look for it in one more book store.
VERY UNLIKE ME 1 2 3 4 5 VERY LIKE ME

APPENDIX B

An Inventory Of The Affective Domain For Reading

An Inventory Of The Affective Domain For Reading

Name_____ Grade_____ Age_____

Sex_____ Career Goal_____

Hobbies_____

Part A:

Directions: Circle the letter of the response that best tells how you feel about each item given.

1. I would rather read
   a. Hardback books b. Paperback books c. An equal number of hardback and paperback books

2. I would rather
   a. Have stories read aloud to me b. Hear stories on tape or record
   c. Read silently d. Read aloud to others

3. I read the newspaper
   a. everyday b. sometimes
   c. seldom d. never

4. I do most of my extra reading because
   a. My teacher assigns it b. I enjoy it
   c. I don't have anything else to do d. My parents tell me to read

5. If I report on a book, I would rather
   a. Give an oral report b. Give a written report
   c. Do an art project on the book d. Act out part of the book

6. I would rather
   a. read plays b. play word games
   c. listen to tapes/records d. see a Film/Filmstrip

7. My favorite magazine is
   a. SPORTS ILLUSTRATED b. POPULAR MECHANICS
   c. SEVENTEEN d. EBONY
   e. TEEN f. JET
   g. TIME h. OTHER_____

8. I would rather work
   a. by myself b. in a small group
   c. in a large group d. one to on with teacher or tutor

9. My favorite section of the newspaper to read is the
   a. Editorial b. News Stories
   c. Comics d. Want Ads
   e. Sports f. Entertainment
   g. Society h. Other_____

Part B.

Directions: Read over the following list of kinds of books. Indicate your top three reading interests by placing in order of interest 1, 2, and 3 in the blanks after your choices. Put an X in the blank after your least favorite kind of book.

10.

Love and Romance_____	Jokebooks/Riddles_____	Adventure_____
Science Fiction_____	Travel/Geography_____	Fairy Tales_____
Family/Growing Up_____	Detective Stories_____	Mystery_____
How-To-Do-It Books_____	Careers _____	Science_____
Sports _____	Music _____	Art _____
History _____	Poetry _____	Humor _____
Religion/Philosophy_____	Biographies/Autobiographies_____	

Part C:

Directions: Read over the following list of people and things. List in order the three that motivated your reading the most by placing 1, 2, and 3 in the blanks after your choices.

11. Friends_____ Parents_____ Other Relatives_____
Librarians_____ Teachers_____ Books with Movie Titles_____
Book Displays in Stores_____ Other_____(what)_____

Part D:

Directions: For items 12-17, circle the letter of the response that best describes how you feel or behave in situation for each item. a.----always b.----most of the time
c.----once in a while d.----never

12. I read every word on the page when I am reading.
a. b. c. d.

13. If I come across a word which I do not know when I am reading a book, I look up the word.
a. b. c. d.

14. If I come across a word I do not know, I skip it.
a. b. c. d.

15. If I come across a word I do not know, I use other words or sentences around it to help me figure it out.
a. b. c. d.

16. Even if I don't like a book, I finish it.
a. b. c. d.

17. In some of the books I read, I read the ending to find out what happened before I finish reading.
a. b. c. d.

Part E:

Directions: For items 18-25, circle the letter of the response that best describes how you feel about reading.

a.---Strongly Agree b.---Agree
c.---Disagree d.---Strongly Disagree

18. I hate to read.
a. b. c. d.

19. I read only what I have to.
a. b. c. d.

20. Reading is for learning but not for enjoyment.
a. b. c. d.

21. Sharing books in class is a waste of time.
a. b. c. d.

22. I am a good reader.
a. b. c. d.

23. I read a lot.
a. b. c. d.

24. Reading helps me understand my personal problems.
a. b. c. d.

25. There should be time for free reading during the school day.
a. b. c. d.

APPENDIX C

Structured Reading Autobiography

Structured Reading Autobiography

Name_____ Grade_____ Teacher_____

Directions: Answer yes or no to the following questions by checking in the column that best describes your response.

		yes	no
1.	When you were small, did anyone in your family read aloud to you?	___	___
2.	When you were small, were there books in your home for you to look at and read?	___	___
3.	When you were in first grade, did you enjoy learning to read?	___	___
4.	Did you have trouble with reading when you were in grades 1-3?	___	___
5.	When you were in grades 1-3 did you enjoy reading for fun?	___	___
6.	Were you a good reader when you were in grades 4-6?	___	___
7.	When you were in grades 4-6 did you enjoy reading comic books?	___	___
8.	Did you enjoy going to elementary school?	___	___
9.	Have you ever had trouble sounding out words?	___	___
10.	Have you ever had trouble understanding what you read?	___	___
11.	Do you now enjoy reading for fun?	___	___
12.	Do you now have a library card?	___	___
13.	Have you been to the library within the last month?	___	___
14.	Does your mother read for fun?	___	___
15.	Does your father read for fun?	___	___
16.	Would you rather watch television than read?	___	___

		yes	no
17.	Do you think that you are a good reader now?	___	___
18.	Are there books and magazines in your home now for you to read?	___	___
19.	Do you enjoy reading social studies textbooks?	___	___
20.	Do you enjoy reading science textbooks?	___	___
21.	Do you enjoy reading mathematics textbooks?	___	___
22.	Do you enjoy reading English textbooks?	___	___

BIBLIOGRAPHY

Abrahamson, Richard F. "They're Reading The Series Books, So Let's Use Them: Or Who Is Shaun Cassidy?" ED 155664 CS 004183, May, 1978.

Alexander, J. Estill and Filler, Ronald Claude. Attitudes And Reading. Newark, Delaware: International Reading Association, 1976.

Anders, Patricia L. and Cardell, Douglas. "Self-Perceptions and Reading Habits of Adolescents, College Students, and Adults" ED 149324 CS 003905, Dec., 1977.

Barbar, Donna J. "Using The Adolescent Novel In A Secondary Reading Lab." Journal of Reading. Vol. 20, No. 1, Oct., 1976, pp. 23-27.

Borden, Christopher III, "A Humanistic Individualized Reading Program for Disabled Readers in Vocational Schools. Boston: Dissertation Abstract International, No. 38, No. 12, Part 1, pp. 7254-7255A, June, 1978.

Bruckerhoff, Charles. "What Do Students Say About Reading Instuction?" The Clearinghouse, Vol. 51, No. 3, Nov., 1977, pp. 104-107.

Chasser, Cheryl Chatfield. "How Adolescents' Affective Response to Four Short Stories Relate to The Factors of Age, Sex, And Intelligence. Dissertations Abstract International, Vol. 38, No. 2, 1977, pp. 717-718A.

Childrey, J.A. "Speaking of Secondary Attitudes, Interests And Reading Habits." Indiana Reading Quarterly, Fall 1976---Presented at the Affective Domain Special Interest Group Meeting at IRA, Atlanta, 1979.

Dattilo, Rosanne. "Once You've Enjoyed A Good Kiss, You'll Want To Kiss Some More: Reading And Measurement In Secondary Schools." English Jouranal, Nov., 1974, pp. 54-58.

Davis, Patsy M. and Alexander, J. Estill. "An Evaluation of Journal Published Research on Attitude in Reading 1900-1977"--- Presented at Affective Domain Special Interest Group Meeting at IRA, April, 1979, Atlanta.

Dewberry, Robert Preston. "Reading Interests, Habits, And Attitudes of Eleventh Grade Students In Montgomery, Alabama. DAI, Jan., 1977, Vol. 37, No. 7, p. 4262A.

Dickinson, Luren. "You Are What You Read: Motivational Effects Of Reading." ED 155610 CS 004124, Spring, 1978.

Dulin, Ken L. "Reading and the Affective Domain." Aspects of Reading. Ed. by Susanna Pflaum-Connor pp. 106-125: Berkely, California: McCuthchen Publishing Corporation, 1978.

Dulin, Ken and Duran, Ramona J. "Ninth Graders' Responses to Story Characters With Pun-Producing Surnames." Journal of Reading, Vol. 21, Dec., 1977, pp.205-207.

Estes, Thomas H. "A Scale to Measure Attitudes Toward Reading." Journal of Reading, Nov., 1971, pp. 135-138.

Fader, Daniel. The New Hooked On Books. New York: Berkley Publishing Corporation, 1976.

Kennedy, Larry D. and Halinski, Ronald S. "Measuring Attitudes, An Extra Dimension," Journal of Reading, April, 1975, pp. 518-522.

Lund, Doris. "Teenagers, Media, Taste!" ED 138959 CS 003461. May, 1977.

Mallett, W. Graham. "The Effect of The Language Experience Approach On Attitudes of Junior High Native Indian Remedial Reading Students, " ADSIG Journal, Vol. 1, No. 2, IRA, 1978, pp. 11-14.

Mikulecky, Larry and Juergens, Jan. "The Relationship Of Teachers' Reading Attitudes to Changes in Students' Reading Attitude"--- Paper Presented at ADSIG, IRA, Atlanta, April, 1979.

Ngandu, Kathleen. "What Do Remedial High School Students Do When They Read?" Journal of Reading, Dec., 1977, pp. 231-234.

Nielsen, Penny J. "Informal Affective Assessments: Insights and Strategies." ED 15824 CS 004306, May, 1978.

O'Rourke, William James. "A Comparison of The Recreational Reading Habits of Selected Ninth Graders And Their Parents." DAI (38), Section A, 1978, p. 6046A.

Smith, Carl B.; Smith, Sharon L. and Mikulecky, Larry. Teaching Reading In Secondary School Content Subjects: A Bookthinking Process. New York: Holt, Rinehart and Winston, 1978.

Spache, George D. Investigating the Issue of Reading Disabilities. Boston: Allyn and Bacon, Inc., 1976.

Stachelek, Deborah Ann. "A Comparative Study of the Reading Interest And Habits of Grade 12 Students in Selected Canadian and American Schools, ED 141793 CS 003582, Sept., 1976.

Washburn, Judith S. "Motivating Lifetime Readers of Literature." ED 151804 CS 203985, Nov., 1977.